DOCUMENT RESUME

ED 351 292 SP 034 085

AUTHOR Carter, John Marshall
TITLE Trying the Triumvirate Approach at Oglethorpe: Integrating Teacher Education and the Liberal Arts and Sciences.
PUB DATE Jun 92
NOTE 10p.; Paper presented at the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (5th, Louisville, KY, June 5-8, 1992).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College School Cooperation; *Collegiality; Elementary Secondary Education; Higher Education; *Interdisciplinary Approach; Interprofessional Relationship; Liberal Arts; Multicultural Education; Preservice Teacher Education; Student Teachers; *Teacher Education Curriculum; Teacher Improvement; *Teamwork
IDENTIFIERS *Oglethorpe University GA

ABSTRACT

For 2 years, the division of education at Oglethorpe University (Georgia) has been building links among professors of teacher education, professors of liberal arts and sciences, and K-12 teachers (the triumvirate). The paper describes attempts to strengthen the multicultural dimension of the program. One very successful activity has been the development and execution of six seminars that brought together members of the triumvirate to discuss, plan, and execute integrated activities for student teachers before and during student teaching sessions. The seminars taught students how to integrate content into teacher education courses in K-12 English, biology, multiculturalism, mathematics, history, and foreign language. The triumvirate approach brought about changes in Oglethorpe's teacher education program including: (1) creation of new courses; (2) networking of teacher education/liberal arts/K-12 teaching professionals to improve teacher education curriculum; (3) development of related grant proposals; (4) involvement of liberal arts and sciences professors in training and evaluating student teachers; and (5) infusion of liberal arts into teacher training. The most immediate change coming from the triumvirate approach was in the way the three members of the triumvirate viewed each other's roles. (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED351292

PRESENTATION FOR THE ANNUAL AILACTE FORUM
LOUISVILLE, KENTUCKY

TRYING THE TRIUMVIRATE APPROACH AT OGLETHORPE: INTEGRATING TEACHER EDUCATION AND THE LIBERAL ARTS AND SCIENCES

BY

JOHN MARSHALL CARTER, Ph.D.
OGLETHORPE UNIVERSITY
ATLANTA, GEORGIA

Caesar, Pompey, Crassus. Octavian, Antony, Lepdius. The two most well-known triumvirates in Roman History. For the past two years,teacher educators and liberal arts and sciences professors at Oglethorpe University in Atlanta, Georgia have been focused upon building additional, and hopefully better , links among teacher educators, the liberal arts and sciences, and teachers in grades K-12. With a grant from the ~~Cortium~~ Consortium for the advancement of Private Higher Education, Oglethorpe's division of education began the planning and implementation processes in the fall of 1990 and have, for the past two years, contemplated and devised activities for bringing together the three members of the Oglethorpe Triumvirate: professors of teacher education, professors of the liberal arts and sciences, and teachers in grades K-12.

In a Winter 1990 news release, the CAPHE foundation emphasized Oglethorpe's goal in expediting the grant:

" Oglethorpe, University (GA) will use a grant of $33,500 to revise its program of education studies by increasing the liberal arts content and strengthening the multicultural dimension. Education and liberal arts faculty will develop seminars to integrate liberal arts content and educational theory and will provide students with opportunities for practical experience that will complement their academic studies."

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
T. F. Warren
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Since my primary role in the grant period was the coordination and development of activities and ideas related to the integration of the liberal arts and sciences with teacher education, I will briefly note some of the activities that resulted from our attempts at strengthening the multicultural dimension of our program. According to my colleague, Dr. Vienna Moore, "Students with diverse cultural backgrounds constitute an increasingly large percentage of the nation's elementary and secondary school students. The teachers of tomorrow need to be prepared to meet the challenge of teaching effectively this diverse student population.Teachers need to be equipped with the cultural and interpersonal skills that will enable them to be successful in culturally diverse schools." The bulk of our efforts in strengthening the multicultural component of the program fell into the categories of bringing to campus guest speakers who were experts in the field of multicultural education and the teaching of English as a second language. A considerable amount of materials were purchased both for the curriculum library, used primarily by teacher educaton students, and the general university library. We hope to expand our efforts at promoting multicultural awareness among our students in the semesters ahead. However, we realize the many obstacles to complete success. In the words of James Banks:

"Multicultural education is a continuing process because the idealizedgoals it tries to actualize--such as educational equality and the eradication of all forms of discrimination--can never be fully achievedin a human society. Multicultural education, which was born during the social protest of the 1960s and 1970s, is an international movement that exists in various nations on the European continent and in Australia, the United Kingdom, and Canada. A major goal of multicultural education is to help students to develop the knowledge, attitudes, and skills needed to function within their own microcultures, the U.S. macroculture, other microcultures, and within the global community." Although attempts at understanding the diversity of definitions of multiculturalism have been charged with political and ideological persuasions, and although the subject of multiculturalism deserves considerable more attention today at the annual forum of

IALACTE, the topic is beyond the scope of my presentation today (except, of course, as it is integrated into the whole education process).

WHAT IS THE TRIUMVIRATE APPROACH?

As I stated at the outset, I have chosen the history-loaded word "triumvirate" to designate three of the important members of our work toward developing additional, and hopefully better, links among teacher educators, professors of liberal arts and sciences, and teachers in grades K-12 (of course, I should also mention a fourth component of the program--student teachers who are the target audience of the seminars that I will discuss below).

One of the most successful and promising of the activities generatedby the grant was the development and execution of six seminars focusedupon bringing together the members of the triumvirate to discuss, plan, and execute integrated activities for Oglethorpe's student teachers before and during their student-teaching semesters. The six seminars, each planned and led by a professor of teacher education, a professor of the liberal arts and sciences, and a teacher in grades K-12, focused on how to integrate content into teacher education courses. The subjects of the six seminars were as follows:

1) the teaching of English (K-12)
2) the teaching of biology (7-12)
3) infusing multiculturalism (K-12)
4) the teaching of mathematics (K-12)
5) the teaching of history (K-12)
6) the teaching of foreign languages (K-12).

The triumvirate members met on numerous occasions to discuss andplan their activities that were presented in four, hour and a half long, seminars. The target audience of the seminars was the current group of student teachers. Also attending the seminars were liberal arts and sciences professors who were not actual presenters.

Seminar number one--always a tough one--had the usual problems of doing something for the first time. However, after the initial ice was broken among the teacher educator, K-12 teacher, and a ~~profess~~ professor of English literature, things moved along rather smoothly and effectively. The "teaching of English" triumvirate planned together and learned a great deal about each other's specific area of education. Among the activities in the first seminar were: 1) using film and literature to understand the public's perception of the teaching profession; 2) the teaching of writing; 3) the teaching of medieval literature in grades K-12. Presentations were made by the triumvirate and discussions followed among all participants. Student teachers were asked to develop teaching activities based on the content of the presentations. At the end of the fourth session (each seminar had four, hour and a half, meetings), the target audience was asked to complete a written evaluation of the seminar. The evaluations were extremely positive: the general comment was that the seminars provided insights and ideas that had not been provided in traditional teacher education courses. The dynamic produced by the cooperation of a teacher education professor, a professor of English literature, and a teacher in the public schools (in this particular seminar a senior high English teacher) was considered especially significant.

The second seminar involved the planning and execution of a series of presentations on the teaching of biology. In this seminar, a teacher education professor (whose specialty is mathematics and science methods), a professor of biology, and a middle school science teacher. The method of presentation employed here involved the biology professor lecturing on certain topics that one might expect to learn about in a college or university course on biology. After the lectures, the teacher educator and the middle school science teacher demostrated methods of making the content matter understandable and meaningful for middle school students. The evaluations were very positive, much the same as the ones for the teaching of English seminar.

The third seminar involved the cooperation of a teacher educator, a professor of sociology, and a middle school teacher. This seminar focused on the other goal of the grant: the strengthening of the multicultural component of the teacher education program. Presentations and demonstrations by the triumvirate were followed by intense discussions among the target audience.

The fourth seminar entailed the teaching of mathematics. The triumvirate consisted of a teacher educator, a professor of mathematics, and an elementary school teacher. The teacher educator and the professor of mathematics discussed the actual content of mathematics and the elementary school teacher helped the target audience devise methods of presenting the content to elementary school students.

The fifth seminar involved the teaching of foreign languages and the teaching of English as a second language. The triumvirate was composed of a teacher educator, a professor of French, and two elementary school teachers of English as a second language. A highlight of the seminar was the French professor's demonstration of his technique of using French films to help students understand both language and culture.

The sixth seminar focused on the teaching of history. The triumvirate was composed of a teacher educator, a professor of history, and an elementary school teacher. The teacher educator gave an overview of the teaching of history in grades K-12, an historiographical survey of historical schools of thought, and a presentation on the use of primary sources in the study of history. The history professor focused directly on the use of primary sources in a study of Chinese Communist historiography. Finally, the elementary school teacher presented a potpourri of ideas on the teaching of history in grades K-4.

All the seminars were rated highly. They gave a new dynamic to the problem of teacher training. None of the participants had experienced being team taught by teacher educators and professors of the liberal arts and sciences. One significant outcome of the triumvirate approach was the establishment of a new community of professionals, cooperating to develop new and improved methods of helping aspiring teachers to become true teaching professionals. Each member of the triumvirate learned a great deal about the role of the other members of the triumvirate. Professors of liberal arts and sciences emphasized that they had little idea, if any, of how their disciplines were being taught at the pre-collegiate levels. The teacher educators gained a great deal of insight about the latest trends in the particular disciplines. The K-12 teachers expressed great encouragement that the triumvirate approach had brought together these three, usually thought to be diverse groups of teaching professionals, constituents together in the common cause of improving the teaching profession.

SOME OUTCOMES OF THE TRIUMVIRATE APPROACH

Even during the course of the grant period, the triumvirate approach has begun to affect changes in Oglethorpe's teacher education program. Some of these changes are as follows:

1. The creation of new courses that evolved from the work done in the triumvirate seminars. For example, one course, entitled "The Teaching of History" was put into the teacher education curriculum. The course involves the study of history and the creation of methods and materials for the teaching of history in grades K-12. A key focus of the course is the emphasis on the use of primary sources for the reconstruction of the past. A vital component of the course was the involvement of professors of history in the development of the course and in the actual teaching of the course. Another course that grew out of thetriumvirate approach is entitled "The Teacher As

Writer." Students in this course are expected to develop a piece of writing, learn about the educational publishing field, and prepare the piece for submission to an educational journal. We feel that this course underscores our commitment to the teacher's professional training and personal growt and links the all too often separated areas of teaching and publishing together into a workable and meaningful whole.

2. The networking of teacher education-liberal arts-K-12 teaching professionals together to improve the teacher education curriculum. For example, we have created a committee on secondary edcucation made up of the secondary coordinator and a representative from each of the liberal arts and sciences disciplines on campus. The goal of the committee is to keep the various constituents informed of the work and goals of the others and to meet to develop further links that might affect positively the teacher training program.

3. Development of additional grant proposals to piggyback on the work done during the CAPHE grant period. Some grants have already been written and submitted to funding agencies. A few have already been funded and work will continue in the fall of 1992 to build a more coherent and effective triumvirate. One piggyback effort, which has already been funded, involves the cooperation of a teacher educator from Oglethorpe and teachers of world history at a local high school. The teacher educator has been asked by the world history teachers to present seminars on the teaching of the Middle Ages during the world history component. During the grant period, the teacher educator will work closely in the high school with the world history teachers during the teaching day. At the end of the teaching day, the world history teachers will attend a seminar that explores the content of medieval history and the participants and seminar

leader will discuss and develop methods and materials for making the Middle Ages a meaningful historical subject for today's high school students.

4. The involvement of liberal arts and sciences professors in the training and evaluation of student teachers. During the fall of 1992, liberal arts and sciences professors will accompany teacher education supervisors of student teachers to the schools where students are engaged in the student teaching semester. Liberal arts and sciences professors will assist the teacher education supervisor in evaluating the student teacher, especially in the content areas.

5. The infusion of liberal arts into the teacher training program. In addition to the above-mentioned outcomes, the work done during the grant period has generated a belief among all constituents involved in the triumvirate program that teacher education courses need to be more heavily steeped in liberal arts and sciences. For example, in the historical and philosophical foundations course, the current syllabus reflects a significant change in the reading requirements for the students. Instead of the usual history of western education text, students are expected to read some of the classical literature of western edcucation. Cicero's PRO ARCHIA, John of Salisbury's METALOGICON, and Henry Adams' THE EDUCATION OF HENRY ADAMS constitute the reading for the summer semester offering in the history and philosophy of education. In the above-mentioned "The Teaching of History" course, students were expected to read Livy's A HISTORY OF ROME, Einhard's LIFE OF CHARLEMAGNE, and other historical works, as well as the usual methodolgical readings.

SOME PRELIMINARY CONCLUSIONS

The TRIUMVIRATE APPROACH has made an immediate impact on the way teachers are trained at Oglethorpe University. The most immediate change appears to be in the way that the three members of the triumvirate view the role of the other two. I believe that the work done during the grant period has, among other things, generated a respect by liberal arts and sciences professors for teacher education that was not apparent before the grant period. Liberal arts and sciences professors express a renewed interest in being involved in the teacher education program and appear to have gained new insights into the whole teacher education process. They also seem to be more aware of their own pedagogical styles and methods as one result of their involvement in the triumvirate approach.

The well-known American historian Richard Hofstadter once remarkedthat at Columbia University "the road between the School of Education and the liberal arts community was indeed a long one." Even though our triumvirate approach is only a very miniscule step, there is hope that the distance between teacher education and the liberal arts, at Oglethorpe University at any rate, has been reduced somewhat.